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# An Evaluative Study on Course and Curriculum Structure of Library and Information Science in Vidyasagar University, West Bengal, India

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## Abstract

*The objectives of the LIS courses are to provide a real-life exposure to the students through up-to-date training and practical exercises. Besides, the course curricula should have orientations towards an understanding of basic foundations of the integrated theory. The balanced coverage of both theoretical and practical aspects will enable the students and trainees for professional work and the same will upgrade their level of knowledge to contemplate on the new frontiers of librarianship. As this subject is highly empirical in nature, therefore, incessant encounter with the happenings of the real field is of prime importance. The university offers postgraduate courses, like, BLISc, MLISc and Ph.D. in this field. This study tries to explain the present LIS education system imparted by Vidyasagar University, like course structure, curriculum, infrastructural facilities etc., and evaluates its present status in the light of UGC Model Curriculum 2001.*

**Keywords:** LIS Education, LIS Course and Curriculum, Vidyasagar University.

## 1. Introduction:

Vidyasagar University was founded by the mathematician and statistician Prof. Anil Kumar Gaiyen (IIT, Kharagpur) in 1984 under the Vidyasagar University Act 1981 (West Bengal Act XVIII of 1981)<sup>17</sup> to commemorate the famous social reformer of the Bengali renaissance, Pandit Iswar Chandra Bandyopadhyay<sup>19</sup>. The University campus covers an area of 138.74 acres in the lovely natural environment of historic Medinipur, which has witnessed many glorious episodes of freedom struggle and bears footprints of great revolutionaries. And now it becomes first smart university of the state that provided smart campus along with smart classroom.<sup>23</sup>

The Department of Library and Information Science was one of the first six departments which started its functioning from 1985-86 academic sessions with one-year BLIS course<sup>21</sup> (with only one teacher and intake of 30 students) with Dr. Satyananda Mondal as head of the department and the MLIS course was started from session 1986-87 under the faculty of Arts and Commerce and Ph.D. Programme was introduced in 1989.

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During its 30 years of glorious history, the department has produced a good number of LIS professionals and contributed a lot to the development of the profession. Since 1986 nearly 1000 students have already got LIS degree and among them, 355 students got MLISc degree from the department and 33 students have been awarded with a Ph.D degree. Many LIS students of the university are working at responsible position in various university libraries, ISI libraries, IIT libraries, NIT libraries, college libraries, school libraries, public libraries, state libraries, R&D organizations, multinational corporate organization, national and international organizations, Professors of the university and so on in different capacities<sup>21</sup>, not only in India but also outside the country.

## **2. Statement of the Problem:**

Any study on courses and curriculum structure of LIS of Vidyasagar University has not yet been undertaken by any researcher. Over the time LIS education in the country as well as globally has taken a sea change. Therefore, in the typical changing situation the researchers have conducted a critical and in-depth study on LIS course and curricular structure, super-structure and infrastructure imparted by the university. The authors also investigate how far the course and curriculum cope up with the market demands and challenges with the dawn of ICT changes. The study will be beneficial for the professionals, policy makers, educators, practitioners, and future researchers in LIS.

## **3. Literature review:**

**Basu & Sarkhel (1995)<sup>2</sup>** critically examined various recommendations of the UGC Curriculum Development Committee (CDC) in LIS (1993) in the context of experience of the Department of Library and Information Science at Vidyasagar University, and they offered few suggestions for implementation. **Sarkhel, J.K. (2006)<sup>11</sup>** gives an overview of the present status and problems of Library and Information Science education in India with an emphasis on the need for its internal quality assurance. **Mishra, S. (1997)<sup>9</sup>** discusses the importance of librarians as a medium of transmission in the communication process. The author outlines detailed syllabi for the Bachelor of Library Science and Master of Library Science degrees to prepare professionals for the 21st century. **Khan H.A (1998)<sup>8</sup>** examined the various factors in assessing the status of library and information science education, including planning programmes; nature of

faculty; level and content of courses; standard of education; the impact of communication and information technology. **Biswas and Mondal (2001)**<sup>3</sup> examined the syllabi of 15 LIS schools on the title, course contents, and teaching methods used in respect of the research methodology paper in the master's degree programmes. They concluded that despite LIS educators' best efforts to enhance the theoretical and practical skills of students through 'inclusion of research methodology and dissertation papers in the syllabi, LIS research in India is yet to reach to its desired heights in terms of quality, if not quantity and suggests that further introspection into the pedagogies of research methodology in LIS curricula is essential. **Michael Gorman**<sup>20</sup> is a traditionalist who sees the current state of library education as a crisis. His views on the internet, digitization of books, Google and information science are passionately conservative. Gorman believes in the power of the book as a format, and in the skill of traditional literacy as opposed to "visual literacy". He sees library service as the most important part of a librarian's job and has proposed changes in the curriculum of library schools to emphasize this. **Balakrishnan (1996)**<sup>1</sup> said, technology has drastically changed the way librarians define themselves and the way they think about their profession and the institutions they serve. The librarian in the digital world now acts as a guardian of information, as a consultant to the users, an information broker and also a continuous learner. **Varalakshmi, (2007)**<sup>16</sup> said, it is the responsibility of LIS departments to develop the right personnel with basic competence to manage the libraries and information centers of varied scope and nature, ranging from the small rural library to a well-established digital library. **Pawar and Kaur**<sup>10</sup> discussed that the impact of web-based e-learning and teaching environment has influenced every facet of library and information services in academic libraries and providing new opportunities and challenges to the library professionals. They also discussed the requirement of changes in the curriculum of LIS and skills of the professionals to meet the requirements of education society. **Jain, Kaur and Babbar (2007)**<sup>5</sup> said, the library schools of India have failed to develop the required knowledge and skills relating to the use of information technology among students. As a result, the graduates from the LIS departments have little competitive potential in the information market. **Sing and Shahid (2010)**<sup>12</sup> said that employers are not satisfied with the skills of information professionals. UGC Model Curriculum 2001 has become outdated because of the technological gap between 2001 and the present. For this, there is a need to update the new skills of library professional's tune-up with present and future job requirements.

#### **4. LIS education in India at University level:**

Library and Information Science is an interdisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries; the collection, organization, preservation, and dissemination of information resources. LIS education in University level was started in 1915 but degree level LIS education had been started in 1948 by the hands of Dr. S. R. Ranganathan in Delhi University. Delhi University was the first Indian university to have started Doctor of Philosophy (Ph.D.) in Library Science in 1951. Later, it also started Master of Philosophy (M.Phil.) in the year 1980. Library science schools and teaching departments across the country have to take significant steps to revise library science curriculum and incorporate significant changes to achieve the demands and challenges of library science profession.

#### **5. Role of UGC for the development of Model Curriculum for Library and Information Science:**

The Government of India established University Grants Commission (UGC) by an Act of parliament in 1956. Since its beginning, it has been traced for formulating Model Curriculum for Library and Information Science. Several Committees appointed by UGC and they have submitted their report to UGC namely- 1. Ranganathan Committee on "Library Education" (1960) 2. Kaula Committee on Curriculum Development in LIS Education (1990) 3. Karisiddappa Committee on Curriculum Development in LIS Education (2001).

The aims of all these reports are aimed at formulating LIS Curriculums at two levels, Bachelor's and Master's. Since library and information science at the university level are imparting two courses namely BLIS (One year) and MLIS (One year), the latest UGC Model Curriculum (2001) recommends with an option that the universities may run for two years integrated MLIS course after Graduation or one-year BLIS and one-year MLIS and in 2014 UGC also gave emphasis on one-year BLISc and MLISc<sup>13</sup>.

##### **5.1 Curriculum Development Committee (CDC):**

In 2001, the Curriculum Development Committee (CDC), formed by UGC under the chairmanship of Prof. C.R. Karisiddappa framed a modular curriculum keeping in view the present development in the job market in India. It recommended course contents for BLISc, MLISc as well as integrated two-year MLISc degree<sup>15</sup>.

UGC Model curriculum has followed the modular approach to the curriculum. There are six core modules and one module on electives. The modules are: -

Module —1: Foundations of Library and information science

Module —2: Knowledge organization, information processing and retrieval

Module —3: Information Sources, products and Services

Module —4: Management of Library and information centers/Institutions

Module —5: Information technology: Basics and Applications

Module —6: Research Methods and Statistical Techniques

Module —7: Electives: Information Systems

The committee suggested a 60:40 approach for practical and theoretical papers, respectively. The practical sessions include hands-on experience, assignments, seminar presentations, and demonstrations by LIS students during study. This modular curriculum provides flexibility to the departments to design their syllabus with modifications as per the local needs.

**6. Objectives of the study:** The objectives of the study are-

1. To trace the development of Library and Information Science department of Vidyasagar University.
2. To study and review the existing course and curricula structure along with infrastructural facilities provided by the university.
3. To identify the potentiality and weakness of the department and thereby identify the areas which are needed to be developed.
4. To investigate whether the curriculum meets the initiation of information technology changes.
5. To propose few suggestions for the betterment of the department.

**7. Scope and coverage of the study:**

In this paper, LIS education system of Vidyasagar University, levels of courses offered, admission process, course content, status of faculty members, infrastructural facilities, intake capacity etc., have been discussed.

## 8. Methodology:

Data has been collected from the documentary sources on Vidyasagar University LIS education system. The survey method has been followed to collect the data for the study. The data has been collected from the LIS teachers of the university with personal interview method. Collected information has been arranged, evaluated, analysed and represented.

## 9. Data analysis and findings:

### 9.1 Courses offered by the University:

The department is conducting Bachelor of Library and Information Science (BLISc) and Master of Library and Information Science (MLISc). The department is also having a research programme in LIS leading to Doctor of Philosophy (Ph.D.). The department was planning to introduce Master of Philosophy (MPhil) course in distance mode in 2008-2009, but due to some problems, this plan is closed till now<sup>17</sup>.

*Table – 1: Type of course, admission criteria, intake capacity offered*

Course type	Eligibility	Duration	Intake Capacity
BLISc	10+2+3(H)/Master Degree	1 Year	37
MLISc	BLISc	1 Year	17
Ph.D	MLISc/ADISc/AIS/MS	UGC norms	UGC norms

#### 9.1.1 Bachelor of Library and Information Science (BLISc):

The Bachelor of Library and Information Science (BLISc) course is a one-year course with two semesters and 37 intake capacities. For BLISc course, candidates must have passed at least a Bachelor's degree examination with Honours under (10+2+3) pattern of education with a minimum of 45% marks, (40% marks for SC/ST/PH candidates) or M.A /M.Sc. / M. Com in any subject. Students are admitted into the BLISc course based on their past academic career or performance in the admission test conducted by the department. The admission test consists of 50 objective type questions of degree standard and among the total seat, 60% for the home students of V.U. and 40% for others university.

**Table – 2: Seat distribution of BLISc programme**

Honours Graduate (13)			Master Degree (18)		
B.A	B.Sc	B.Com	M.A	M.Sc.	M.Com
5	5	3	8	7	3

*Deputed-02, b. PH-01, c. Sports/Cultural-01*

### **9.1.2 Master of Library and Information Science (MLISc):**

The Master of Library and Information Science (MLISc) course is also a one-year course with two semesters and 17 intake capacities. Students are admitted into the PG course based on their BLISc performance and admission test conducted by the department. The admission test consists of 50 objective type questions of BLISc standard and among the total seat, 60% for the home students of V.U. and 40% for others university.

### **9.1.3 Doctor of Philosophy (Ph.D.):**

The objective of the Doctor of Philosophy (Ph.D.) programme is to allow a researcher to work independently in a specialized area of knowledge. Make contributions to innovative, original ideas to suggest modifications in the existing practices in the areas of library and information science. The department has offered a Ph.D. in LIS since 1992. The first research scholar was Dr.Arun Kumar Chakraborty (1992-2000) under the guidance of Prof Ashok Basu and Prof M.A Gopinath but first awarded scholar was Dr. Pijush Kanti Panigrahi (1993-1998), under the guidance of Prof. Ashok Basu and Prof. ARD Prasad. The rule and regulations for eligibility, admission, registration and submission of the thesis have been laid down by the university. It is worth mentioning that Dr. Arun Kumar Chakraborty (Director General of Raja Rammohun Roy Library Foundation (RRRLF) under Ministry of Culture, Govt. of India and Director General of the National Library of India), Prof. Biplab Chakrabarti (Prof. of University of Calcutta), Pijush Kanti Panigrahi (Prof. of University of Calcutta), Pijush Kanti Jana (Prof. of Vidyasagar University), Durgashankar Rath (Prof. of Vidyasagar University), Dr. Bablu Sutradhar (Librarian of IIT, Kharagpur), Dr. Goutam Maity (Professor of Jadavpur University), Dr. Aroti Aruna (Scientist F, Gas Turbine Research Institute of India), Dr. Nitai Roy Chowdhury (Chief Librarian of Burdwan University), Dr. Dimple Patel (Faculty of Osmania University), Dr. Sudip Ranjan Hatua (Prof. of Rabindra



Bharati University), Dr. Soumen Mallik (Assistant Prof. of Vidyasagar University), Dr. Ranjan Sinha Thakur (Chief Librarian of University of Petroleum & Energy Studies, Dehradun), Dr. Mizanur Rahaman (General Secretary, Bangladesh Library Association) and two foreigners also has obtained Ph.D. from this department.

## **9.2 Curricular structure and Course contents:**

The Vidyasagar University Department of Library and Information Science (VUDLISc) has earned its reputation by translating the core principles of library science-information organization, access, use, and preservation to meet the needs of the modern information society. This natural integration of library science and information science allows for opportunities to enhance and strengthen learning, teaching, and research. Basically, three elements are involved in the teaching of a subject. These are the teacher, the learner and the course content. In building the competent professionals for present and the future, course content is as important as the other two components<sup>4</sup>.

Interdisciplinary activities are very much prominent in this department because of the nature of the course contents of its BLISc and MLISc programmes. This initiative brings the students into contact with the knowledge generated in other disciplines and subsequently helps to apply in LIS for its development. As a method of discovery, research sets no subject boundaries to this department. The research programmes of the department are predominantly interdisciplinary in nature. The research works carried out by different scholars are accelerated through cross-fertilization of ideas drawn from Logic, Linguistics, Sociology, General Systems Theory, Environment Studies and Artificial Intelligence. The use of ideas and techniques developed in other subject fields facilitates the students and researchers to obtain new blends of knowledge and skills required in the design and development of tools and techniques of information processing along with the information systems and services of the future.

Structure and syllabus contents of BLIS and MLIS courses are analyzed in this section but syllabus of Ph.D. is not discussed in this paper. The department always updates their syllabus according to latest ongoing trend and professional needs. The course curriculum of the BLISc and MLISc is designed to understand the fluency with current technologies which is important to all information professionals, from librarians, archivists, to information architects, Web developers, and data managers. The department implemented semester system for both BLISc and MLISc but not maintained CBCS. There are two semesters in each i.e.1-year BLIS and 1-year MLIS

degree course. The university has tried to adopt the basic framework for LIS courses and the model curriculum prescribed by the Curriculum Development Committee (CDC) of UGC (2001) to fit their curricular structure duly. Course contents of BLIS and MLIS programmes are discussed below in detail.

### **9.2.1 Course contents at BLIS Level**

This is a one-year programme with two semesters and the university offer eight papers in each semester.

In BLISc first semester, Vidyasagar University offers only two papers for practice and six papers for theory but in the second semester there are only two papers for theory and six papers for practice, so the ratio of practice and theory is 50:50.

Each semester is having eight papers of 50 marks each. Each paper is evaluated on the basis of internal assessment and final examination with 10 and 40 marks respectively. Internal assessments are based on, assignments, seminar/group discussions, project work, computer practical and library visit report etc. During the course, students get practical experiences regarding the library management, use and application of ICT, use of library software packages in the departmental laboratory and Central Library of the university. In the last semester, students are also required to submit a survey report on job diary of the activities and experiences undertaken and gained from the selected library. The students are also required to prepare a documentation work in information source and service on different topics of interest. The syllabus of the course is revised on regular basis.

### **9.2.2 Course contents at MLISc Level:**

This is also a one-year programme with two semesters. The MLISc syllabus of Vidyasagar University is unique in the sense that too much weightage has been given to various aspects of Information and Communication Technology (ICT) which overlaps in various papers.

In the 2<sup>nd</sup> semester, students must prepare a dissertation on a specific area in LIS with an in-depth study of that topic. The syllabus of the course is revised on regular basis and in the year, 2007-2008 the new syllabus was introduced incorporating sufficient components of recent developments in LIS. Department also provides an adequate reference with the syllabus, that is also a good characteristic of a syllabus.

The Curriculum Development Committee (CDC) framed a modular curriculum keeping in view the present development in the job market in India and suggested a 60:40 approach for practical and theoretical papers, respectively. The practical sessions include hands-on experience, assignments, seminar presentations, and demonstrations by LIS students during study but the university has not followed this ratio in both the cases of BLISc and MLISc.

Internship training in libraries is considered as an important aspect of LIS education. This helps students to learn from real work situation. **Basu & Sarkhel (1995)<sup>2</sup>** said that post-course internship programme for BLISc students was prevailing at Central library of Vidyasagar University but this practice has been discontinued from 1995.

### **9.3 Infrastructural facilities:**

**Kanjilal (1997)<sup>6</sup>** said adequacy of infrastructural facilities is one of the important elements for offering qualitative teaching. The infrastructure includes the teaching and other non-teaching staff and laboratory equipment. The Department has one air-conditioned Computer Laboratory equipped with various IT gadgets, Departmental Library and workshop for practical and other facilities.

#### **9.3.1 Computer Laboratory for BLISc and MLISc Students:**

The Curriculum Development Committee (CDC-2001) also recommended that an IT laboratory with network facilities be established in the department with user terminals at the ratio of 1:5. This should be supported with all the standard software packages including one or two library application software.

The department has a well decorated Information Processing Laboratory with 20 Computers with the server computer, 1 Projector, 1 Scanner, 1 Network Laser printer etc, which allow the students of BLISc and MLISc to undertake their Information Technology practice. The department has Local Area Network (LAN) and all the computers are connected to university's internet connection and the ratio between terminal and student is 1:2 at BLISc and 1:1 at MLISc level which also satisfies the committee recommendation. All the students are able to gather their experiences by using the library application software like Koha, Dspace, Greenstone, VuFinder etc.

### **9.3.2 Laboratory for Research Scholars:**

The laboratory is meant for research scholars, but its space is much small. It is not equipped with computers or any type of IT tools, only a few LAN ports are provided for the researchers' personal laptops or any other device.

### **9.3.3 Class Room for the students:**

The department has two classrooms, one for BLISc and another for MLISc with the air-conditioned facility. MLISc classroom has 1 projector and one computer, 1 whiteboard and one blackboard. But the BLISc classroom has insufficient space.

### **9.3.4 Workshop Room:**

The department has a workshop room which is attached to a departmental library. The students are given practical training during their course at the departmental library cum workshop. Like engineering and medical education, it is necessary that workshops and laboratories shall be made mandatory while opening LIS department<sup>2</sup>.

### **9.3.5 Departmental Library:**

The CDC suggested that the library of the institution should also provide for a good collection of reference sources and tools (both in print and electronic media) of all varieties. The department has its own library with a little collection of books, periodicals, dissertations and project reports etc. But it has very limited space, with a very small collection, and therefore the student uses only the central library of the university.

### **9.3.6 Faculty Rooms:**

The university has provided separate rooms for each faculty members of the department. All the faculty rooms have been equipped with the desktop computer with internet connection.

### **9.3.7 Tools:**

The Curriculum Development Committee (CDC-2001)<sup>15</sup> has recommended that a department of LIS should be equipped with an adequate number of practical tools in the traditional subjects such as classification schedules, catalog codes, list of subject headings and thesauri in the ratio of 1:2. The university has provided adequate numbers of tools to the students for practice.

**Table –5: Practicing Tools offered by Vidyasagar University**

SN	Particulars	Tools: Students ratio	
1	DDC (23 <sup>rd</sup> ed.)	1:1	
2	UDC	1:1	
3	CC (7 <sup>th</sup> ed.)	1:1	
4	AACR-2R	1:3	
5	MARC-21	1:1	
6	SLSH	1:4	
7	Computer with internet connection	BLISc	1:2
		MLISc	1:1

#### **9.4 Faculty strength:**

The quality of education depends on adequate teaching staff. The UGC Review Committee (1965)<sup>14</sup> had recommended that “a department of library science conducting the B Lib Sc course should have a minimum staff of one Reader and two Lecturers and a department conducting M Lib Sc course should have a minimum staff consisting of one Professor, two Readers and four lecturers”. The committee also said that teacher and student ratio should be 1:10 at B Lib Sc level and 1:5 at M Lib Sc level.

There are seven teachers in the department and the ratio is 1:5 at BLISc level and 1:2 at MLISc level. Among them, two are Professors, one Associate Professor and four Assistant Professors. Among them, five teachers have Ph.D. degrees and only one Assistant professor doing Ph.D. Two teachers were awarded JRF by the U.G.C. All teachers are involved in the research programme. The teachers have good academic records and teaching experience, which make the students more professionals, skilled and knowledgeable to suit the current demand. Among the total faculty, 43% are from the same university, and 57% are from other universities within the State and no faculty is there from outside of the state. Among them, one faculty member was awarded “Young Information Scientist” in 2010 by the Society for Information Science (SIS), New Delhi and another one also received “IASLIC Ranganathan Medal” for best article in 2011<sup>22</sup>.

### **9.5 Collaborations with other departments and institutions:**

The department has collaborated with Documentation Research and Training Centre (DRTC), Indian Statistical Institute, Bangalore. This collaboration produced some cutting-edge research work like knowledge representation models and multilingual information systems. The department has also collaborated with other prestigious institutes like Jadavpur University, Kalyani University, Rabindra Bharati University, and University of Calcutta etc. In addition to this, the department also organises national seminars in collaboration with RRRLF.

### **9.6 Vidyasagar University Journals of Library and Information Science:**

The department brings out an academic research journal entitled ‘Vidyasagar University Journal of Library and Information Science’ (VUJLIS), started in 1987 with an annual frequency. In the year 1987, Vidyasagar University launched “Annals of Library Literature” as its first publication and Late Professor Ashok Basu (1941-2016) was its first Editor. The journal’s title was expanded to Vidyasagar University Journal of Library and Information Science’ (VUJLIS) in 1997. Eminent scholars and LIS professionals like, MA Gopinath, Ganesh Bhattacharyya, S. Seetharama, ARD Prasad, Devika P Madali, GG Choudhury, Prabir Roychoudhury, Partha Sarathi Mukhopadhyay, Aditya Tripathi, JK Sarkhel, Subal Chandra Biswash, Pijush Kanti Panigrahi, Amitabha Chatterjee, Bijoypada Mookherjee, Ratna Bandyopadhyay, Swapna Bannerjee etc., from various prestigious institutions have contributed their scholarly works in this journal. All the volumes and issues of the journal are also available online. <http://inet.vidyasagar.ac.in:8080/jspui/handle/123456789/93>

### **10. Advantages:**

1. The university provides advanced curriculum in ICT that satisfy the recommendation of CDC as well as current job needs.
2. The teachers and students ratio is very good and they are habituated with e-learning resources to enhance their teaching and learning ability. The department is transformed from traditional to smart classrooms.
3. DLIS arranges Seminars and extension activities in every year and gives an opportunity to their home students and students from other universities to show their talent and give a platform to communicate with scholarly and eminent people of our profession.

4. With the result of the UGC-Merge scheme, so many experts come from different parts of the country and enrich the students with their valuable lectures.
5. As the subject has many tool subjects like mathematics, Statistics, Computer Science, Sociology, Psychology, etc. So, in the case of in-taking into BLIS level, the university defines a different number of seat reserves from the different subject background. It facilitates the better understanding of the subject among students.
6. The central library is attached with LIS department; central library of the university is fully automated and digitized, RFID enabled, LAN & Wi-Fi (24×7 hour) and have departmental library facility, as a result, the students of the department enjoy both the library facility at ease.
7. Learner-centered activities like participative learning, interactive sessions, case studies, project work, assignments, problem-solving exercises, field work and NET/SET coaching are followed by the department.
8. Vidyasagar University is the first University in the State that receives feedback from students about the performance of the faculty members through evaluation mode by Students. Students are asked to evaluate the qualities of teachers in terms of their overall performance in the classroom and regularity of attendance. The feedback is kept confidential and teachers are expected to take it into an account in upgrading their performances.
9. The department arranges an alumni association frequently and utilizes it as a forum to discuss the teaching-learning-evaluation process.

#### **11. Limitations:**

1. Though the CDC has recommended 50% at Bachelor's degree level as eligibility marks, the university has not considered it and candidates with below 50% are also given admission.
2. Students are coming from the different subject backgrounds and it is becoming difficult for them to understand the technical part of the subject like Information Technology.
3. Most of the literatures are available in English but the university doesn't give much importance to this factor and allows the students to write their examination in the Bengali language. Therefore, students can't go abroad or other states for further studies or employment.

4. Krisidappa committee recommended that departments may draw the content of the syllabus according to the need of the international scenario based on models with a ratio of 80:20, but the university has not followed it properly and avoided local need.
5. CDC suggested a 60:40 approach for practical and theoretical papers respectively but the university is not maintaining it properly.
6. The department lacks behind some amenities like seminar room, adequate books and periodicals, no scholarship for both BLISc and MLISc students, insufficient infrastructure for research scholars.
7. There is no internship training programme during the course session that can enrich the professional skills of the students.
8. M. Phil degree is not provided by the university that can also help the department to produce more researchers. The D.Lit. programme has not been started yet in LIS.

## **12. Suggestions:**

1. Practical training programme including group discussions, debatable seminar during the course session is needed which may develop the communication skills and subject knowledge of the students.
2. Two years integrated LIS course should be started to overcome the disparity between other academic courses and it will ensure that the students enrolled for BLISc will continue and complete his/her MLISc from the same department in a consecutive year, without being hampered by the duration of the total course.
3. UGC model curriculum for LIS should be adopted by the institution to maintain the uniformity and standards in LIS education. The syllabus should be revised from time to time with the advent of the information technology changes.
4. Sufficient scholarships should be provided to the poor and meritorious students and also for the part-time researchers.
5. Internship program for the students after the completion of the course should be organized.
6. The department needs to develop its own website to provide important information basically class notes, video-lectures, notices, special announcement, previous years question papers, job-related post etc.



7. The selection of the candidates enrolled for Ph.D. should be made keeping in view of their potentiality and quality so that quality research work is being carried out.

Keeping in view the above limitations and current needs, the department organised a good number of national seminars during last few years to discuss the present condition of LIS education. The department has recently changed their syllabus to develop the competency of students. The proposed syllabus for MLISc is given below.

### **13. New Course contents for MLISc:**

In the new syllabus, Vidyasagar University offers 10 papers in each semester for Master's degree. Keeping in view of the impact of Information and Communication Technology (ICT) on every field of the society and education system, the university incorporates ICT into new curriculum at all levels, both in theory and practice. It offers ICT based papers for MLISc, a) Information and Communication Technology Theory-I, b) Information and Communication Technology Practice-I c) Information and Communication Technology Theory-II, d) Information and Communication Technology Practice-II, e) Digital Library Systems and it covers 25% of the total syllabus. New courses are also incorporated in the syllabus; these are Content Designation and Metadata Encoding, Information marketing, Research Evaluation Metrics, Technical Writing, DRS, Concept of Openness and Open Knowledge System, Open Data and all these are also emerging areas of research in the present-day context.

### **14. Co-relation with Model Curriculum:**

It is worth to note that the Model curriculum was last updated in 2001 and then a revolutionary change has been emerged in this field, so we need a new CDC as early as possible. In this section, the researcher has been examined how Vidyasagar University satisfied the existing Model Curriculum that he has already discussed in the section-5.1. BLISc syllabus and proposed MLISc (new) syllabus have been analyzed for this study.

***Table 6: Co-relation between VU Syllabus and UGC Model Curriculum***

CDC proposed modules	Followed by the university (%)
Module —1	91%
Module —2	96%
Module —3	98%

Module —4	80%
Module —5	89%
Module —6	92%
Module —7	X

From the above table, it is revealed that the university designed the syllabus keeping in view the CDC recommendations and UGC guidelines. The university is situated in an agriculture-dominated rural area, where agricultural information systems and rural information systems are very much expected. The model curriculum suggested that the department should design their syllabus keeping in view the local conditions and needs. But in reality, the department has not adopted agriculture information system (which is mentioned in the Module-7).

VU introduced CBCS in the new syllabus but not followed proper standards. New syllabus has not mentioned of a total number of classes, credit hours like other universities (NEHU, Kalyani University and University of Burdwan, Jadavpur University). They introduced CBCS but not providing well infrastructure regarding this. Ten papers in a semester are very difficult for both teachers and student. Due to shorter/shorter time, they are unable to cover the full syllabus in a scheduled semester and forced to skip few important topics.

BLISc is the foundation course for higher studies in Library and Information Science. For example, without learning the basics of classification and cataloging how can one pursue specialized subjects like web ontology, semantic web or knowledge classification in the digital era. This is a serious issue regarding updating syllabus. So, when any academic institution update or moderate their PG level course, they need to update their UG level course also. But VU updates their PG level course only and we hope they will update their UG level syllabus in near future.

Marketability of trained personnel depends on whether the training being conducted matches the requirements of the employers. So, when the department updated their syllabus they should be framed based on the inputs from the employers. The new syllabus will be able to prepare competent and qualified professionals in the changing information scenario and will be fitted to the national and global market.

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